

# Bega Valley Public School Annual Report



2017



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## Introduction

The Annual Report for 2017 is provided to the community of Bega Valley Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

***Carolyn Nugent***

Principal

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## School background

### School vision statement

#### **Great expectations, Great attitudes, and Great opportunities...**

Together create a purposeful, stimulating, supportive and inclusive environment where successful, creative and responsible learners achieve excellence.

### School context

Bega Valley Public School, a proud member of the Sapphire Coast Learning Community (SCLC), is the only public primary school in Bega. The current enrolment of approximately 330 students includes the newly formed multi-categorical class, and 17% of our students are Indigenous.

The school receives a significant amount of its funding via the Resource Allocation Model.

Targeted funding support is received for students who require high, moderate or low level adjustment for disability, or who require specific support. Equity loadings provide funds to support Aboriginal students and students from low socio-economic backgrounds, as well as a rural and remote component.

The school is an Early Action for Success school, receiving additional staffing and funds to access the highest quality support aimed at improving Literacy and Numeracy performance of our students K–2.

A range of additional learning and support programs are in place to improve performance in literacy and numeracy across years 3–6. Student progress is continually monitored and achievement data is analysed regularly to ensure that teaching and learning activities meet student needs.

The school has a strong sporting culture with outstanding performances by teams and individuals being a highlight of each year.

Extra-curricular engagement programs operate weekly including bike, choir, band, Japanese, gardening, IT & robotics.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of **Learning, Teaching and Leading**. Schools critically reflect on their school improvement efforts to inform their decision making process for future directions. This School Excellence Framework has been designed to support schools to capture the "point-in-time" judgement that has been informed by their ongoing self-assessment processes.

**Learning** Within the Learning Domain the school assesses the areas of Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures.

*CULTURE – In 2017 the school determined there is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.*

*WELLBEING – The wellbeing of students is explicitly supported by identified staff. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. The needs of all students are explicitly addressed in teaching and learning programs. The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings.*

*CURRICULUM – The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.*

*ASSESSMENT – Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Students know when and why assessment is undertaken. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.*

*REPORTING – The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews. Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.*

*ASSESSMENT – The school's value-add is not significantly lower than the value added by the average school. At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. Students are aware of – and most are showing – expected growth on internal school progress and achievement data. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.*

### Teaching

Within the Teaching Domain are the areas of Effective Classroom Practice, Data Skills and Use, Professional Teaching Standards, Learning and Development.

*EFFECTIVE CLASSROOM PRACTICE – Teachers collaborate across faculties/stages/teams to share curriculum*

knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

**DATA SKILLS AND USE** – The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

**PROFESSIONAL TEACHING STANDARDS** – The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and Personal Development Plans to identify and monitor specific areas for development or continual improvement. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

**LEARNING AND DEVELOPMENT** – Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning.

## **LEADING**

Within the Leading Domain are the areas of Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes.

**EDUCATIONAL LEADERSHIP** – Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff. Poor performance is identified and managed promptly and effectively. Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

**SCHOOL PLANNING, IMPLEMENTATION AND REPORTING** – The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

**SCHOOL RESOURCES** – The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities. The school's physical resources and facilities are well maintained and provide a safe environment for learning. Technology is accessible to staff and students. The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. The priorities in the school plan drive financial decisions.

**MANAGEMENT PRACTICES AND PROCESSES** – Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. The leadership team is working to review data and feedback in order to further develop these systems, structures and processes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Expert Teaching for Engaged Learners

#### Purpose

To provide staff and students with opportunities for continuous learning.

**Evidence based curriculum programs implemented K–6**, informed by rigorous analysis of school and external data, with a focus on literacy and numeracy, quality teaching and syllabus implementation.

**Effective professional learning strategies** include classroom observations, visits to other schools, collaborative planning and implementation of the performance and development framework.

**Leading to** increased understanding of best practice and the ability to deliver flexible needs–based learning programs that meet the diverse needs of our students, and ultimately, higher levels of student achievement.

#### Overall summary of progress

In Strategic Direction 1 significant milestones were attained across our three processes. These include the implementation of Lit Pro across the school, a successful trial of our STEM program, a review and implementation of our K–6 Scope and Sequence for History, Geography, Science and PD/H/PE. and beginning module professional learning across the staff for HOW2Learn. Additionally all Kindergarten classroom teachers were trained in Best Start to align with the 2018 Literacy and Numeracy Learning Progressions.

Data Walls were constructed in all classrooms to inform individual student learning goals and our 3 way interview process. K–2 staff implemented a new marking tool to ensure consistent judgement in writing and all teachers through our Instructional Leader engaged in small data conversations to inform programs and teaching practice. Additionally all staff participated in professional learning to become familiar with the new Literacy and Numeracy Progressions and data was entered on PLAN.

As a means of further supporting students requiring learning adjustments, PLAN data was collated to inform tier 2 and tier 3 interventions. Data trends were gathered that informed interventionist future directions. Additionally, NCCD data was triangulated against existing NAPLAN and School based data and a new systematic Learning & Support notification process was developed to ensure high quality intervention and student monitoring.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• By the end of 2017 students K–3 will be achieving at or above expected benchmarks in aspects of the literacy and numeracy continuums as per targets set in K–6</li></ul>	<p>Learning and Support funds in conjunction with Equity funding providing additional Teacher and SLSO support.</p> <p>Purchase LitPro and Library books – RAM funding per Capita and P&amp;C funds. \$6000</p> <p>Teacher relief for professional learning.</p>	<ul style="list-style-type: none"><li>• Implementation of Lit Pro across the school.</li><li>• Kindergarten classroom teachers were trained in Best Start to align with the 2018 Literacy and Numeracy Learning Progressions.</li><li>• Data Walls were constructed in all classrooms to inform individual student learning goals and our 3 way interview process.</li><li>• PLAN data was collated to inform tier 2 and tier 3 interventions.</li><li>• Staff participated in professional learning to become familiar with the new Literacy and Numeracy Progressions .</li></ul>
<ul style="list-style-type: none"><li>• 100% success in gaining accreditation at Proficient by all new scheme teachers and at higher levels by all teachers who volunteer to undertake accreditation at the higher levels</li></ul>	<p>Beginner Teacher funding and an additional grant for Aboriginal Beginner Teacher supported mentoring and professional learning opportunities.</p>	<p>All Teachers successful through their Accreditation. One Staff member currently working through Lead accreditation.</p>

#### Next Steps

- The development of an integrated, mapped structure that facilitates the amalgamation of the elements of reflective practice enabling staff to collaboratively address and develop performance goals.
- The development of a research based assessment package that enables teachers to inform and evaluate student learning over time.
- A coordinated whole-school approach which enables teachers to identify, understand and implement the most effective teaching pedagogy.
- A review of Stage 2 and Stage 3 student achievement in Mathematics leading to the identification, understanding and implementation of highly effective classroom teaching and learning.

## Strategic Direction 2

### Student Health and Wellbeing

#### Purpose

To implement quality programs and strategies to meet the personal, social and learning needs of all students.

A **holistic approach** to student health and wellbeing K–6 is underpinned by proven programs that support and enhance learning opportunities

**Consistent implementation** of policy and procedure, with clearly defined behavioural expectations.

**Leading to** students accepting responsibility for their own behaviours, caring for self and others and contributing to an overall positive school culture.

#### Overall summary of progress

Improvement in student engagement was reflected in various data sets. Further commitment to improving daily attendance will be a focus in the 2018–2020 plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>An overall increase in attendance from 90% to 94% (State average)</li></ul>	Low Socio Economic funding sourced: <ul style="list-style-type: none"><li>Rock and Water Program \$2000</li><li>Mentoring program – \$1000</li><li>Leadership Camp</li><li>Music programs \$35,000</li><li>Additional support and teaching staff</li><li>broad range of professional learning opportunities</li></ul>	Data represented in student satisfaction surveys, as well as ROC and PBL data, reflected positive growth in student engagement across a wide range of curriculum areas.
<ul style="list-style-type: none"><li>Identified students show an increase in attendance rates including late arrivals</li></ul>	Aboriginal Education Officer engaged full time, Aboriginal funding and low socio-economic funding sources.  Speech programs funded through low socio-economic	School community are informed of school times. Processes in place to ensure students attend in a timely manner, absences are followed up promptly and additional support services involved to help families at risk.

#### Next Steps

- The implementation of high quality professional learning that enable staff to develop a flexible repertoire of strategies for classroom management and promotion of student engagement.
- The investigation, analysis and implementation of current research which identifies successful methods to develop effective student and teacher relationships.
- 2018 the school will need to strengthen their communication with parents/carers and students regarding attendance to reach targets set.

## Strategic Direction 3

### Effective Partnerships and Connections

#### Purpose

To strengthen partnerships between the school and key community stakeholders.

A **whole school community** approach to meeting the needs of our students is underpinned by strategic partnerships with parents, families, community groups, external agencies, other education providers and local industry.

Regular ongoing communication and publicity enhances the profile of BVPS and increases opportunities and outcomes for all

**Leading to** sustainable partnerships that support the school and improve students' opportunities and outcomes.

#### Overall summary of progress

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Indigenous students show expected growth towards and beyond stage appropriate outcomes as measured by the literacy and numeracy continuums (PLAN), NAPLAN data (SCOUT).</li></ul>	<p>Full time Aboriginal Education Officer engaged through Equity Aboriginal Funding.</p> <p>Low Socio Economic funding supporting additional cultural programs, individually targeted literacy and numeracy programs.</p>	<p>MiniLit, MultiLit programs targeted, implemented and monitored. SLSOs engaged to support individual students with specific needs.</p> <p>97% growth in Literacy and Numeracy with a significant proportion above expected growth in NAPLAN data.</p>
Increased involvement from external agencies in meeting the health, learning and well-being needs of students as evidenced through Learning & Support Team minutes.	<p>Learning and support funds contributed towards additional staffing and professional learning.</p> <p>Low Socio Economic funding supporting Speech Pathologist assessments and Speech interventionist SLSO.</p>	<p>NDIS commenced support for many of our students, staff engaging with various health professional and external agencies to support individual students.</p> <p>Speech program, assessments and therapy, provided in school for identified students.</p>

#### Next Steps

- The Implementation of a school wide approach to ensure all students needs are identified and met through collaboration with all stakeholders.
- A coordinated approach in conjunction with the BVPS P&C to further promote the BVPS profile within the local and wider community.
- Further development of the school Cultural Program, with targeted support from the Aboriginal Education Officer, extension and gifted and talented opportunities to be made available.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Engage Aboriginal Education Office 4–5 days per week for the year. \$ 59 891	Aboriginal Education Officer has worked solidly with the staff and community to support our Indigenous students. Funding fully expended.
<b>Low level adjustment for disability</b>	L3 Learning and Support Teachers engaged (\$132,046 )  Balance of budget expended on engaging a School Learning and Support Officer for the year.  Total: \$172 505	Strengthened Learning and Support program, tracking every student's academic and well-being progress in the school, developing individualised learning and support plans, assessing every student on the literacy and numeracy continuums, supporting the reporting to parents/carers, working with classroom teachers in addressing the Premier's Priorities of engagement and educational growth.
<b>Quality Teaching, Successful Students (QTSS)</b>	• Quality Teaching, Successful Students (QTSS) (\$27 425.00)	QTSS funding has supported the school Performance and Development Framework.
<b>Socio-economic background</b>	• Socio-economic background (\$320 851.00)	This funding has enabled many additional programs to have a positive impact in our school. A targeted speech program, a strengthened Learning and Support team approach, as well as significant student assistance to support engagement in school learning and events.
<b>Support for beginning teachers</b>	• Support for beginning teachers (\$8 126.00)	Michell Scott worked with Melissa and other staff in coordinating professional learning, structured observation lessons and mentoring opportunities. Rebecca Foster worked with Peter Bennett and other staff in coordinating professional learning, structured observation lessons and mentoring opportunities. Rebecca took leave without pay semester 2. Outstanding Beginning teacher funding of \$2000 approx. still available to her when she returns.
<b>Flexible Well Being Funding</b>	• Flexible Wellbeing Funding (\$37 200.00)	Funding fully expended and successfully supporting our WellBeing Strategic Direction in particular.
<b>Early Action for Success</b>	• Early Action for Success (\$186 465.00)	Funding fully expended on staffing. EAfS results indicating a shift in student learning progress with more students closer to at or above state benchmarks for literacy and numeracy Kinder to Year 2.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	186	182	192	194
Girls	173	155	155	142

Bega Valley Public School continues to maintain its student enrolment profile, with an active base of 13 mainstream classes and 3 class in the Creative Learning Centre.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.6	89.1	90.6	93.6
1	91.4	91	91.6	90.1
2	91.8	92.9	89.4	93.4
3	91.1	91.9	92	91.2
4	92.6	88.6	89.5	92.6
5	92.1	90.7	90.4	89.8
6	94.2	91.6	90.3	90.2
All Years	92	90.9	90.5	91.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance is an ongoing concern for the school, 2% below the state average. 2017 did however, saw an increase in attendance of 1% in total across all years. The school is working to raise the expectation about Attendance throughout our broad community. The school regularly includes references through its communications to the Compulsory School Attendance Information for Parents fact sheet.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	14.01
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	6.12
Other Positions	0

\*Full Time Equivalent

Bega Valley Public School has a team of dedicated teachers who are committed professionals. Some teachers work full-time, some part-time and/or job share. The school also has a significant number of support staff working across Kinder to Year 6. 3 staff in 2017 identified as Aboriginal.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	53

### Professional learning and teacher accreditation

Bega Valley Public School continues to invest in the professional development of all staff. School run professional development sessions continue to operate regularly through Staff meetings and are further enhanced by fortnightly stage meetings.

All Kindergarten – Year 2 Teachers are trained/training in L3 pedagogy to support the Early Action for Success program. Executive training in leadership is highly valued, with all Executive staff involved in a variety of

training opportunities.

Administration and Executive staff have engaged in extensive training in new finance systems.

Teachers are also engaging in new syllabus professional learning in Science, History, Geography. K-6 Teachers have participated in profession learning about the new Learning Progressions.

The PBL team have engaged in training to implement this program effectively across the school.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>515,588</b>
Global funds	187,300
Tied funds	356,912
School & community sources	24,318
Interest	4,159
Trust receipts	58
Canteen	0
<b>Total Receipts</b>	<b>572,747</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	28,797
Excursions	13,011
Extracurricular dissections	11,130
Library	9,234
Training & Development	3,355
Tied Funds Payments	288,724
Short Term Relief	30,215
Administration & Office	38,712
Canteen Payments	0
Utilities	12,730
Maintenance	8,630
Trust Payments	58
Capital Programs	15,109
<b>Total Payments</b>	<b>459,705</b>
<b>Balance carried forward</b>	<b>628,630</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,252,797
Appropriation	1,171,505
Sale of Goods and Services	916
Grants and Contributions	79,512
Gain and Loss	0
Other Revenue	0
Investment Income	864
<b>Expenses</b>	-755,533
Recurrent Expenses	-755,533
Employee Related	-563,682
Operating Expenses	-191,852
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	497,264
<b>Balance Carried Forward</b>	497,264

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Bega Valley Public School invites Voluntary Parent/Carer Contributions of \$20 per student/\$40 per family. 2017 found less than 30% of families made a contribution to this fund.

Significant purchase in 2017 included: \$17000 lawn mower – Bega Valley Shire Council withdrew from its 50 year agreement with the school to maintain the mowing of the Athletics field, the school needed to upgrade its lawn mower to cater to the work needing to be done in a limited time frame by the General Assistant.

A generous grant from a local benefactor has supported Bega Valley Public School/Bega High School in developing and implementing a successful STEM (Science, Technology, Engineering, Maths) transition to high school program for our senior

students on a weekly basis.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,331,621
Base Per Capita	54,739
Base Location	55,294
Other Base	2,221,588
<b>Equity Total</b>	553,247
Equity Aboriginal	59,891
Equity Socio economic	320,851
Equity Language	0
Equity Disability	172,505
<b>Targeted Total</b>	795,991
<b>Other Total</b>	539,465
<b>Grand Total</b>	4,220,324

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

# School performance

## NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

### Yr 3 NAPLAN data indicates:

- In Reading, 47% of our students were in the top three bands.
- The percentage of students in Reading in Bands 4 and 5 is an average of 4% higher than state average.
- In Writing there has been an average of 10% increase of students in Bands 4 and 5, over the last three years.

### Yr 5 NAPLAN data indicates:

- In Reading 47% of students were above similar school cohorts and state average in expected growth.
- In Writing the average scaled score growth (81) was 25.2 pts greater than the state (55.8).
- In Grammar and Punctuation in the last three years there has been a 14% reduction in the number of students in Bands 3 and 4 and a 15% increase in the number of students in Bands 5 and 6.
- Additionally the average scale score growth (121.1) was 54.5 pts greater than the state (66.6)

### Percentage in Bands:

#### Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	7.3	14.6	29.3	14.6	22.0	12.2
School avg 2015-2017	11.7	14.1	27.0	17.1	16.6	13.4

### Percentage in Bands:

#### Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	14.6	9.8	22.0	26.8	22.0	4.9
School avg 2015-2017	10.6	12.6	25.3	25.4	15.9	10.2

### Percentage in Bands:

#### Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	34.2	19.5	26.8	14.6	4.9
School avg 2015-2017	6.5	27.9	22.3	21.1	14.9	7.4

### Percentage in Bands:

#### Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	12.2	19.5	41.5	24.4	2.4
School avg 2015-2017	6.4	9.8	25.9	34.6	19.6	3.7

### Percentage in Bands:

#### Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	11.6	14.0	34.9	20.9	14.0	4.7
School avg 2015-2017	11.1	23.2	26.1	19.8	12.7	7.2

### Percentage in Bands:

#### Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	14.0	27.9	23.3	20.9	4.7	9.3
School avg 2015-2017	12.0	21.3	28.1	20.0	8.1	8.0

### Percentage in Bands:

#### Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	20.9	16.3	25.6	23.3	9.3	4.7
School avg 2015-2017	15.0	19.1	24.6	27.1	12.8	1.6

### Percentage in Bands:

#### Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	23.3	16.3	39.5	16.3	4.7	0.0
School avg 2015-2017	17.6	21.2	35.5	19.4	5.6	0.8

### Yr 3 data indicates:

- From 2015–2017 in Numeracy there has been an increase in the number of students in the two higher bands (Band 5 and Band 6).
- In Data, Measurement, Space and Geometry there has been a 11% decrease in the number of students in Band 3 and a 20% increase in the number of students in Band 4.
- In Number there has been a 21% decrease in the number of students in Band 2 and a 12% increase in the number of students in Band 3.

### Yr 5 data indicates:

- In Numeracy 48.9 % of students are placed in Band 4 (31.6%) Band 5.
- In Data, Measurement, Space and Geometry 41.9% of students are placed in Band 5 and 14% in Band 6.

- 47.4% of students in Numeracy are placed within the 25th and 75th percentile range in student growth.

Analysis of trend data and student growth has shown that a significant percentage of our students in Year 5 are placed in the middle achievement bands and some have not achieved expected growth.

As a direct result, the school in our 2018–2020 Plan under Strategic Direction 1 – Teaching and Learning has introduced a number of processes and initiatives designed to accelerate the students movement to higher achievement bands.



### Percentage in Bands:

#### Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	2.4	26.8	24.4	29.3	12.2	4.9
School avg 2015-2017	2.3	23.4	32.0	27.9	9.2	5.3

### Percentage in Bands:

#### Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	7.0	34.9	32.6	16.3	7.0	2.3
School avg 2015-2017	3.9	38.9	23.7	17.5	12.8	3.2

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. Click on the link My School and insert Bega Valley Public School in the Find a school and select GO to access the school data.

### Premier's Priorities

An average of 21% of our Year 3 and Year 5 students were in the top two bands for Reading and an average of 13% of students were in the top two bands for Numeracy.

### State Priorities

Insufficient numbers of Aboriginal students in both Year 3 and Year 5 cohorts prevent the publication of data.

## Parent/caregiver, student, teacher satisfaction

Each year the school is required to survey parents and students about the school. Responses from parent satisfaction surveys and the student Tell Them From Me (TTFM) surveys are used to provide insight to guide school planning and help to identify school improvement initiatives.

Overall the responses received have been very positive, providing good feedback and validation for the many practices and processes utilised by the school.

### From our student surveys we have learnt that the majority of our students:

- Feel accepted and valued and have friends that can help them to make better choices.
- Are trying hard to succeed and value schooling.
- Feel important concepts are taught well, their classrooms well organised and immediate feedback is always available.
- Believe their teachers are responsive to their needs and emphasise academic skills and hold high expectations for students to succeed.
- Are demonstrating positive behaviour at school.

### We have also learnt from our students that areas of Bega Valley Public School that could be even better are:

- the number of students completing homework with a positive attitude and in a timely manner.
- even though less than state average, the number of students who feel they are subjected to forms of bullying.
- consistent application of clear rules and expectations in classrooms across the whole school, in particular when relief teachers are involved.

### From our parent surveys we have learnt that the majority of our parents:

- Feel the school is providing quality learning environments with high expectations that display positive teacher and student relationships
- Feel welcome in the school, like to make themselves available to support school programs and feel welcome to contribute to parent representative groups e.g. P&C.
- Believe that the school seeks to develop and strengthen community partnerships.
- Agree that our transition programs Yr 6–7, Pre–School – Kindergarten (Smooth Start) meet the transition needs of students and parents.

### We have also learnt from some our parents that areas of Bega Valley Public School that could be even better are:

- the ability of our communication strategies to keep parents well informed.
- our ability to cater well for students who require learning adjustments, communicating this clearly to parents/carers and the wider community.



## Policy requirements

### Aboriginal education

In 2017 Bega Valley Public School continued to implement quality practices and initiatives to support our Aboriginal students, the wider Aboriginal community and address the Premiers Priority of improving Aboriginal education outcomes.

The school employed a fulltime Aboriginal Education Officer (AEO), expanded our successful cultural program and worked hard to maintain and improve links with our Aboriginal community and Bega High School. Through regular meetings and contact with parents and carers, students and staff developed Personal Learning Plans (PLP's) that reflect the students learning and cultural goals.

The school works closely with local agencies to provide required support and has implemented processes with the Home School Liaison Officer to track student attendance. The school has fostered opportunities for our Aboriginal students to participate in public speaking and debating workshops, engaged in cultural activities during NAIDOC week and ensure Aboriginal perspectives are firmly embedded in all Key Learning Areas.

A pleasing aspect is that in the recent Tell Them From Me student survey, 83% of our Aboriginal students strongly agree or agree that their teacher has a good understanding of their culture.



## Multicultural and anti-racism education

Embedded in all curriculum teaching and learning areas are links to multicultural and anti-racism education. Our Positive Behaviours for Learning (PBL) student welfare focus based on the school values of cooperation, responsibility, friendship and respect provides explicit teaching and learning opportunities for students in inclusivity, equity and ethics. Data is tracked and analysed regularly in order to monitor school tone and distribute resources effectively.

## Other school programs

### Information Communication Technologies

The integration of Information Communication Technologies (ICT) within classroom practice, as integral teaching and learning tools to present high quality 21st century learning experiences for students, is a priority for BVPS.

In 2017 teachers participated in ICT workshops, professional learning and mentoring opportunities which has resulted in a deep understanding of how to use ICT effectively to engage students and improve educational outcomes.

BVPS teachers demonstrate a high proficiency using interactive whiteboards, ipads, a range of software, online learning platforms and applications to enrich and improve teaching and learning experiences and outcomes.

Stage teams cooperatively plan rich tasks in ICT for each term's units. All teachers are now using *ClassDojo* to give students positive feedback and share learning experiences and successes. ICT club in the library at lunchtimes has given many students the opportunity to engage with high level digital technologies including robotics, coding, spheros and a range of online educational resources.

### Future Directions:

Future directions for ICT include:

- Moving our students beyond being technology consumers to becoming creators of digital technologies
- Strengthening teacher understanding of coding and programming, robotics and online learning platforms e.g. google classroom, through further mentoring and professional learning opportunities
- Developing a digital technologies scope and sequence to ensure consistent teacher judgement on what skills and knowledge are expected to be taught to each level of students

### Recorder Ensemble

The Recorder Ensemble comprises of Year 5 and 6 students who are able to read, understand and play music at an advanced level, as well as enjoy playing the recorder. Before participating with the Ensemble, these students had learned to play recorder at a basic level before Year 5 and had at least a sound

understanding of rhythmic concepts. The Ensemble practices at recess twice weekly and individually at home. The repertoire consists of three composed pieces of music by the the Arts Unit through the Department of Education, comprising of several instrumental parts within each piece. The Ensemble is open to any student who wishes to participate and is willing to take the time to rehearse. The Ensemble performs in concert with approximately 500 other recorder students and 100 stringed instrumental students from across New South Wales at the Sydney Opera House. Other venues of performance have been at Bega Valley Public School during School Assembly, Education Week and the Music Showcase; Candelo Public School Cluster Rehearsal along with other schools in the region; finally, the SCLC Performing Arts Spectacular which occurs every two years.

BVPS formed their first Recorder Ensemble in 2016. It consisted of 14 students playing descant 1 and descant 2 recorder parts. The students joined the Ensemble with either a basic or sound level of music and improved immensely into fluent and dynamic musicians. Three of those students continued on with the Recorder Ensemble in 2017, learning to play the treble recorder in preparation for the new repertoire. Five students from Year 5 joined the Recorder Ensemble in 2017 playing descant 2 recorder parts.

The Sydney Opera House concert is a unique and mesmerizing experience, performing in a majestic hall with professional lighting and sound boards. The students from both years have enjoyed seeing the array of instruments and musicians onstage, and inspired some to learn other instruments as they moved into high school. The two day excursion has given students an unforgettable experience in the iconic Sydney, an opportunity that majority of the students have never had before. Moving forward into 2018, the Ensemble consists of nine students, three continuing on from 2017. The students are flourishing with the newest repertoire. We hope to add other venues for performance besides the ones listed above.

Finally, as a school program, we are continuing recorder lessons at a Stage 2 level to build upon the Ensemble we have, giving as many students as possible the musical foundations to participate in these advanced music groups and enjoy the extra-curricular activities that occur for these groups.

### Sport

2017 was another highly successful year in Sport at Bega Valley Public School. A whole school daily fitness program continued to take place with all students been engaged in 15 minutes of short and sharp fitness rotations four days a week. A PDHPE specialist was also employed who focused on teaching manipulative, athletics, dance and gymnastics skills across the school as well the factors that influence personal health choices and how safe practices promote wellbeing. These programs fit within the Live Life Well approach of getting students active more often and encouraging them to make smarter health choices.

Swimming was again a major focus in 2017 with Stage 1, 2 and 3 students undergoing intensive swimming lessons which focused upon floating and movement skills, stroke correction and emergency procedures before and after the school carnival. Cross Country and Athletics carnivals were successful and were both strongly represented by our school community with volunteer assistance and encouragement for our students.

Bega Valley Public School hosted local schools at the Far South Coast PSSA Athletics carnival. Our students performed well in the carnival. Again wonderful support was given by our P and C who provided a canteen for the day, raising funds for our students learning needs.

AFL and Rugby League Gala Days were attended by all stages enabling our students to be introduced to a variety of new skills. We entered 10 teams in the PSSA knockout – Netball, Cricket, Rugby League, Girls and Boys soccer, Girls and Boys Touch Football and Girls and Boys AFL which saw students train for and play matches against local schools. A stand out was the Girls AFL team advancing to the finals of the Paul Kelly Cup and playing on the Sydney Cricket Ground. Thank you to the staff members for training and coaching both school and district teams and parents and carers for their constant support and enthusiasm.

### **School Band and Choir**

The Choir, made up of students from Stages 2 and 3, have continued the tradition of performing with pride within the school and the wider community. Around 25 students from Years 3 to 6 were involved. They performed fortnightly at school assemblies as well as on special occasion such as NAIDOC celebrations and Presentation Day.

The Bega Valley Public School band under the guidance of Mrs Bennett, worked with senior school students to perform a range of different music genres, with additional support from tutor Garry Carson–Jones. Garry also ran beginner and advanced guitar groups, which support 40 students across Year 3 to 6.

Some of these students were offered selection at the Sapphire Coast Learning Community (SCLC) Music Camp, with nine of our talented musicians attending further developing their performance skills.

### **STEM High School Transition Program**

Year 6 students participated in fortnightly visits to Bega High School during Term 2 to complete a unit of learning relating to STEM (Science, Technology, Engineering and Mathematics) by accessing the facilities in the Industrial Arts rooms.. The STEM program was facilitated by Mr Phil Banks from Bega High School and supported by Year 6 class teachers.

The students were able to construct a simple structure to withstand an external force, collaborate with a group, observe and evaluate a completed structure, apply a design process in the modification of projects, work co-operatively in learning environments and use a

of equipment and tools safely throughout the design process.

The students were all highly engaged in the program both enjoying visiting the high school environment and having access to new processes and technologies. The successful implementation of this program, will see it developed and implemented again for the 2018 Year 6 students.

### **Learning and Support Team**

The school's Learning Support Team (LST) is an overarching committee that prioritises the special needs of children across the school. Its core membership is the Principal, LST coordinator, Assistant Principal Special Education and the school counsellor. Other staff members participate as needed.

In 2017 the LST identified and coordinated support for students with disabilities, learning difficulties, persistent behaviour problems and issues related to family management and mental health. Members of the LST also presented at staff development days. 2017 saw a strong focus on the effects of complex trauma on children, and vicarious trauma for staff working with these students. An update of staff referral procedures was drafted, to be implemented and refined in 2018.

### **Smooth Start**

Smooth Start is a successful transition to school program that was delivered in Term 3 and Term 4. The program aims to enable preschool age students to become familiar with the school environment, teachers and routines within a safe and caring kindergarten classroom. Parents selected one session time, either morning, middle or afternoon over eight preselected Fridays. On the last day all the students come in at the same time and get to meet each other for some fun activities while parents have an Orientation to School session in the hall. Carers also completed a 'Getting to know my child' survey, which enables teachers to get an insight into student's likes, dislikes, friends and any concerns. Activities were consistent over the sessions, including Literacy, Maths and a fruit break, which provided uniformity for all students. Smooth Start sessions were held in the largest kindergarten room and were run by a school teacher, SLSO for students with support needs, especially speech concerns and a Preschool teacher who taught many of the students who attended. This provided familiarity with a known friendly face that helped to alleviate anxiety and ease the students into the school routine.

At the completion of Smooth Start students felt relaxed and comfortable in the school environment, keen and ready to start in the new year with classroom routines set up. Future directions for the program will enable kindergarten teachers to go into the local pre schools to have the opportunity to get to know the students in their early learning environment, so that students and teachers get to know each other before entering the school setting. Kindergarten teachers will also be investigating The Early Learning Framework to link with the new Literacy and Numeracy Progressions to enable

the teachers to have a more explicit understanding of each student's needs on entry to school.

### **Student Leadership**

In 2017, Bega Valley Public School extended its student leadership program. Year 6 students participated in a two day camp at Tathra with activities designed to develop teamwork co-operation and leadership skills. With these developed skills, student leaders were given a range of opportunities for leadership around the school. As well as representing the school at key community and important school events, students take responsibility for many key initiatives around the school.

Responsibilities include:

- Organising, co-ordinating and running fortnightly assemblies
- Being responsible for school recycling
- Assisting with communications between office and students
- Raising and lowering flags
- Organising activities for whole school fitness program

These opportunities the school provides for leadership allows students to develop high quality communication skills and fosters a sense of community and student belonging.

### **Positive Behaviour for Learning (PBL)**

The Positive Behaviour for Learning (PBL) program has continued to have a great impact on Bega Valley Public School. The PBL program is driven by the core values of the school respect, responsibility, co-operation and friendship. It is central to the management of behaviour and developing key policies and procedures around the school. The PBL program has been responsible for the following key initiatives throughout the year:

\* Development of the STAR wall which acknowledges positive student behaviour in the classroom and playground

\* Revision and implementation of the student welfare policy that contains procedures and policies that are implemented around the school

\* Introduction of ROC (Reflection, Opportunity, Consequence) where students are able to be explicitly taught the importance of following the school values

### **Rock and Water**

In Semester 2, 2017, Stage 3 boys were given the opportunity to participate in the Rock and Water program. The main purpose was to encourage the students to develop positive communication skills amongst themselves and then utilise these skills within the classroom and playground with their peers. The lessons operated in the school hall for a duration of 45 minutes. After successful implementation with positive outcomes the school is looking towards training a further two staff members to further develop and support implementation and the extension of the

program across Stage 2 for both boys and girls.

### **Early Action for Success (EAFS)**

In 2017 BVPS continued on the Early Action for Success program for its 4th year of implementation as part of the state's Literacy and Numeracy Strategy (2017-2020). The program has moved into Phase 2 of its delivery with Bega Valley School being appointed two Instructional Leaders to oversee the program. The school also funded the position of an Interventionist Teacher five days a week to support the implementation of the program.

Early Action for Success is focused on improving student outcomes in literacy and numeracy, acquisition of the early years of K-2 through a targeted approach of:

- Quality Leadership
- Identifying individual levels of attainment in literacy and numeracy, essential for teaching that is personalised to individual student learning needs, and
- Tiered interventions in literacy and numeracy.

Throughout 2017 EAFS continued a strong focus on implementing consistent L3 pedagogy across all classes K-2 with training of four more staff members being completed in 2017 and three more to be completed in 2018.

### **Data: Percentage of students who have reached benchmark in Reading and Comprehension K-2**

**Reading:** Kindergarten: 54%, Year 1: 79% Year 2: 61%

**Comprehension:** Kindergarten: 67%, Year 1: 71% Year 2: 53%

Developing students' writing skills through a use of goal setting, quality literature, deep conversations and explicit teaching strategies, our NAPLAN results for 2017 showed that Year 3 writing had no students below the national minimum standards.

Numeracy had a focus on developing students' mental strategies. All staff K-6, participated in extended professional learning provided by the Instructional Leaders in consistent approaches to developing students' efficient numeracy strategies. Targeted interventions were implemented across K-2 with Kindergarten classes developing targeted groups across the stage in Early Arithmetic strategies and small group interventions were developed for Place Value in Years 1 and 2.

### **Data: Percentage of students who have reached benchmark in Early Arithmetic Strategies (EAS)**

**EAS:** Kindergarten: 95%, Year 1: 84% Year 2: 73%